

## The Language of Poetry

### Lesson Preparation

Daily Lesson 9	WORD STUDY		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1D	E1.1E	E1.13A, B E1. 14B	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.</li> </ul> <p>— How have other languages influenced the English language?</p>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> </ul> <p>— How do authors determine which literary techniques to use?</p>		
<b>Vocabulary of Instruction</b>		<ul style="list-style-type: none"> <li>Response</li> <li>Interpretation</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>Vocabulary Notebook (1 per student)</li> <li>Dictionary (class set)</li> <li>Note card (1 per 2 students)</li> <li>Internet access (optional)</li> <li>List of foreign words and phrases which have been adapted into daily language(1)</li> <li>Chart Paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Reader's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1)</li> <li>Chart paper (if applicable)</li> </ul>		
<b>Attachments and Resources</b>		<ul style="list-style-type: none"> <li>Teacher Resource: <b>English I Unit 02A Reading Appetizer (1)</b></li> </ul>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Create a list of 3–5 foreign words or phrases which have been adapted into daily language (i.e.,</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Refer to Teacher Resource: <b>English 1 Unit 02 Reading Appetizer</b>. Prepare accordingly.</li> </ol>		

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	karate). Write each word or phrase on its own note card, duplicating so that each pair of students receives a card. You may use multiple cards with the same word/phrase.	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>“Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins.”</i>	<p>Students should use a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).</p> <p>Possible examples of structural elements:            Rhyme scheme - <b>the pattern of rhyming lines (e.g., ABAB, ABBA)</b>            Meter - <b>the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The most common meter in English verse is iambic pentameter.</b></p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“Use the writing process to compose an original poem using a variety of poetic techniques. Use effective speaking skills to present your poem to the class or a small group.”</i></p>
<b>Teacher Notes</b>	<p>When creating word lists of foreign words, consider grouping foreign words by their country of origin on the class Word Wall. This will help students see the diversity in the words added to everyday vocabulary.</p> <p>Foreign words and phrases can be found online. Searching for words under their specific origin (Example: Japanese words used commonly in the English language) will help to streamline your search.</p>	

## Instructional Routines

		WORD STUDY	WRITING
Daily Lesson 9			
Duration and Objective	Suggested Duration: 15-20 min.  Content Objective: Students describe the origins and meanings of foreign words used frequently in written English.	Suggested Duration: 35-40 min.  Content Objective: Students compose original poems using a variety of literary techniques.	
Mini Lesson	1. Direct students to examine foreign words and phrases used frequently in written English.  2. Distribute the note cards with the foreign words or phrases to pairs of students. Explain that students will work with a partner to use classroom resources to research their assigned words and will record information in the Vocabulary Notebook. Review the following with students: <ul style="list-style-type: none"><li>What do you think the word/phrase means?</li><li>What is the origin of the word or phrase?</li><li>What information do you need to use the word/phrase correctly in a sentence?</li><li>What visual would best represent this word? (Write a sentence below the visual using the word/phrase correctly in context.)</li></ul>	1. Reading Appetizer  2. Ask: <b>What must a poet consider before writing?</b> Discuss and list responses, including poetic form (review if necessary), poetic techniques, historical context, point of view, etc. Instruct students to record notes in the Writer’s Notebook.  3. Remind students that they have identified and analyzed each of these techniques while reading poetry. Share that students will now apply an understanding of these techniques to compose original poems. Emphasize the connection between reading and writing.  4. Instruct students to use the writing process to write an original poem on a topic of interest, employing some of the same techniques studied during this unit.  5. Display and discuss the Performance Indicator: <i>“Use the writing process to compose an original poem using a variety of poetic techniques. Use effective speaking skills to present your poem to the class or a small group.”</i>  6. Model the process by selecting a topic of interest, determining a poetic form (e.g., sonnet, ballad), and drafting an original poem using poetic techniques.	
Learning Applications	1. Students work with a partner to research their assigned foreign word or phrase. In the Vocabulary Notebook, students respond to the following: <ul style="list-style-type: none"><li>What do you think the word/phrase means?</li><li>What is the origin of the word or phrase?</li></ul>	1. Students select a topic and begin writing an original poem using a variety of poetic techniques  2. Confer with students and provide targeted instruction as needed.	

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	<ul style="list-style-type: none"> <li>• What information do you need to use the word/phrase correctly in a sentence?</li> <li>• What visual would best represent this word? (Write a sentence below the visual using the word/phrase correctly in context.)</li> </ul>	
Closure	<ol style="list-style-type: none"> <li>1. Student pairs meet with other pairs that have the same word/phrase and compare visuals/sentences.</li> <li>2. Student pairs post new words on the Word Wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask student volunteers to share poetic techniques used in their poems.</li> </ol>